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The proposal calls for an extensive reorganization of the administrative staff and the physical facilities of the school of New Rochelle, New York, in order to up-date the school system and to solve the problem of de facto segregation brought about by residential housing patterns. A general discussion of the educational future of New Rochelle is provided along with information necessary to an understanding of the advisibility of the changes recommended. The reasons behind and the costs of each proposal are presented. Proposals include reorganizing the grade arrangement of the school system from a 6-3-3 plan to a 5-3-4 plan with the establishment of a new four-year comprehensive high school. The district administration would be reorganized to provide for more efficiency and economy. With the closing of certain out-of-date and overcrowded elementary schools in the inter-city area, students from these schools would have their choice of the schools they wish to attend elsewhere and would be transported there at the expense of the school district. The district would also begin planning for a new elementary school to house pupils in the central area of the city and would plan to replace all facilities over a half century old. An overall plan of the proposals is included with a timetable for proposed implementation.

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A COMPREHENSIVE PLAN FOR EDUCATIONAL EXCELLENCE

A REPORT TO ALL CITIZENS OF NEW ROCHELLE

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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May 14, 1963

TABLE OF CONTENTS

I. The Educational Future of New Rochelle 2

II. Summary of Recommendations 3

III. Grade Organization 5

IV. Administrative Reorganization 7

V. Pupil Transportation 8

VI. Lincoln School 10

VII. Washington School (Closing and Conversion) 13

VIII. New Rochelle High School 16

IX. Central Elementary School 19

X. Next Steps 23

".....There are problems involved here which we as a community have to face. There is no easy solution and no cure-all for whatever the difficulties may be.

In other words, it is clear that something must be done. We hope the community can get together, discuss the situation without bitterness or bias, and come up with the best answer possible.

There is need, we believe, to call for calm and dispassionate consideration on the part of the public of what the Board of Education will present....."

.....From an editorial, May 8, 1963, The Standard-Star.

THE EDUCATIONAL FUTURE OF NEW ROCHELLE

During the past year, your Board of Education has repeatedly expressed its determination to develop a long-range plan for the City School District of New Rochelle. The Board is keenly aware that any such plan must be both educationally sound and fiscally defensible. It believes that the best plan must incorporate not only the insights and experience of the Board and its staff but also the best thinking of all the citizens in the district, regardless of whether they have school children or whether their children attend public or nonpublic schools. Furthermore, the Board has been cognizant of the need to secure assistance and counsel from a wide variety of official and non-official sources, such as the State Education Department, the U. S. Office of Education, the philanthropic foundations, and leading educators.

In line with this philosophy, the Board would like to take this opportunity to submit its tentative comprehensive plan to the citizenry. The plan is not a final determination of the Board. However, it embodies Board thinking to date on the problems confronting the District. It is the Board's hope that community reactions to its tentative proposals can and will strengthen the plan eventually adopted by the Board.

Although Board proposals in this report are tentative, they do reflect a major effort to face up to the short and long-range problems of our schools. Shortly after appointing Dr. David G. Salten as Superintendent of Schools, the Board of Education requested Dr. Salten to prepare recommendations concerning the educational future of New Rochelle for Board consideration. During the past year, the Board of Education has considered a wide range of proposals affecting virtually all aspects of our schools. In its deliberations, the Board and staff have already had the help and counsel of a wide range of sources, and they expect to seek guidance in the future from any and all sources, in the community and elsewhere, that might help them develop the best comprehensive plan for New Rochelle.

Today, the eyes of the entire nation are fixed upon our community and its schools. Our special difficulties have received national attention, but we must not lose sight of the fact that this is a time of great change and challenge in the field of education. In view of the difficulty of the problems, the Board believes that it has made tremendous progress in the past few months. It submits these tentative proposals to the community with the firm conviction that the citizens of New Rochelle have the right and the obligation to be informed about their schools. If our citizens are so informed, they will provide the financial, moral, and civic support our schools must have to meet the challenges which confront them.

SUMMARY OF RECOMMENDATIONS

1. Grade Organization

It is proposed that the District change from its present 6-3-3 plan to a 5-3-4 plan of grade organization in September, 1964. In making this change, the elementary schools will enroll grades K-5, the intermediate schools grades 6-8, and the senior high school grades 9-12. To effectuate this change in September, 1964, grades 9-12 will go on double sessions during the 1964-65 school year, and remain on double sessions until the high school additions are completed during the following year.

2. Administrative Reorganization

It is proposed that the District reorganize the central administrative staff by the close of the 1962-63 school year so as to include an Associate Superintendent, an Assistant Superintendent for Curriculum and Supervision, an Assistant Superintendent for Facilities and Services, an Assistant Superintendent for Business and Financial Administration, an Administrative Assistant for Research and Evaluation, and an Administrative Assistant for Personnel and Inservice Education. The three assistant superintendents will be line positions and the associate superintendent and two administrative assistants will be staff positions.

3. Pupil Transportation

It is proposed that the District provide state-approved transportation for all pupils in grades K-12, commencing in the 1963-64 school year. Ninety per cent of the costs of such transportation will be paid by the State, and ten per cent by the District. All pupils who live more than 1½ miles but less than 10 miles from the school which they attend will be eligible for transportation.

4. Lincoln School

It is proposed that the District close the Lincoln School at the end of the 1962-63 school year. All pupils now living in the Lincoln School district will be given an opportunity to select an elementary school in accordance with the terms of the Federal Court decree dated May 31, 1961. Free transportation will be provided those who select elementary schools more than 1½ but less than 10 miles from their homes. The administration will take the necessary steps to help all persons affected by the closing.

5. Washington School

It is proposed that the District close the Washington School at the end of the 1963-64 school year and then use it to house District maintenance shops, garage, and storage facilities. All pupils living in the Washington School district will be given an opportunity to select an elementary school with space available. Free transportation will be provided those who select an elementary school more than 1½ but less than 10 miles from their homes. The administration will take the necessary steps to help all persons affected by the closing.

6. New Rochelle High School

It is proposed that the District transform New Rochelle High School into an enlarged comprehensive four-year high school embodying the most advanced concepts in secondary school plant and program. To achieve this transformation by September, 1965, the District should set immediately to acquire the necessary

7. Central Elementary School

It is proposed that the District begin preliminary planningand studies for a new elementary school to house pupils who live in the central area of New Rochelle. This new elementary school, to be planned as an eventual replacement for all elementary facilities over half a century old, should be in use by September, 1967.

The Board of Education believes that these proposals will solve the basic problems of our school system over the next five years at a cost our taxpayers can well afford. The proposals deal squarely and affirmatively with such problems as the growing demand for educational excellence, curriculum development, administrative reorganization, an overcrowded senior high school, an overcrowded junior high school, and several overcrowded elementary schools, transportation for all pupils, the Lincoln School, the older central elementary schools, and the need for centralized maintenance, garage, and storage facilities.

All citizens concerned with our educational problems should be interested in these proposals. Those interested chiefly in their impact on taxes will find that the Board fully recognizes the heavy tax burden already confronting this community. The parents of children attending nonpublic schools will find the section on transportation of particular interest.

The focal point of the plan is the change to 5-3-4 plan of grade organization and the development of a comprehensive four year senior high school. The latter would enroll grades 9-12, the present junior high schools would become "intermediate schools" enrolling grades 6-8, and the elementary schools would enroll grades K-5. Our four most overcrowded elementary schools would not require any costly additions, and all elementary schools would have additional space for needed facilities.

The plan for the senior high school envisages the addition of a new facility on an adjacent site to accommodate the ninth grade. This action offers all high school students the uninterrupted four year program so essential for adeuqate college preparation as well as for employment in modern industry. Ninth graders will be in the high school, where so many educators have long felt they belong. Students in grades 6-8 will have the benefit of new "intermediate schools," and the elementary schools will have additional space for educational activities that cannot be accommodated at the present time.

Another key proposal in the comprehensive plan calls for a new central elementary school to replace schools erected over 50 years ago. Such a school will provide better education at substantially lower operating costs than currently prevail in the schools they will replace.

The following pages include detailed analyses of these and other proposals. Your Board of Education believes they constitute a basis for real educational progress in the years ahead. We urge the citizenry to evaluate them in the spirit of what is best for all the people of New Rochelle.

GRADE ORGANIZATION

1. The Proposal

It is proposed that the District change from its present 6-3-3 plan to a 5-3-4 plan of grade organization in September, 1964. In making this change, the elementary schools will enroll grades K-5, the intermediate schools grades 6-8, and the senior high school grades 9-12. To effectuate this change in September, 1964, grades 9-12 will go on double sessions during the 1964-65 school year and remain on double sessions until the high school additions are completed during the following year.

2. Reasons for the Proposal

A. Educators all over the country are expecting more achievement during the total secondary school program. The 5-3-4 plan recognizes the maturity of most 9th graders by placing them in a milieu wherein they will be expected to perform intellectually at a more mature level a year sooner than they do at present.

B. In many cases, our present secondary education sequence is based upon a four year program. The break between grades 9 and 10 constitutes an undesirable discontinuity at a crucial point in the academic program. Only a four year high school can provide the academic continuity so essential to improving the quality of education for both college preparatory and non-college bound students. A four year high school can also provide better continuity in counselling and guidance. This is an extremely important advantage in a community with the high educational aspirations New Rochelle has for its children.

C. On the basis of physical, social, and educational maturity, the grade level sequence 6-8 is preferable to 7-9. The 5-3-4 plan will permit earlier specialization at the sixth grade, earlier initiation of guidance programs, and earlier diagnosis and remedial action by school personnel who will be working with the students during their intermediate years.

D. The 6-3-3 plan has never achieved the high hopes of its supporters. Ninth graders, because of their physical, social, and intellectual maturity, tend to accept and imitate high school patterns. Sixth graders, because of their physical, social, and intellectual maturity, need a richer and more varied program than is available in elementary schools. However, in grades 6-8 there is no need for interscholastic sports or overly sophisticated social activities, as are inevitable if grade 9 is attached to lower instead of to higher grades. By combining grades 6-8, we can offer an "intermediate school program," i.e., one that is not a carbon copy of either the present junior high school program or the program for a 4 year high school.

E. There is overcrowding at Jefferson, Davis, Ward, and Trinity Elementary Schools. By removing grade 6 from all elementary schools, we eliminate actual and potential overcrowding and the need for costly building additions to these schools. Equally important the change to 5-3-4 will provide essential space in all elementary schools for materials, facilities, and services which cannot be accommodated under the 6-3-3 plan.

F. At the present time, Catholic schools in New Rochelle are organized on an 8-4 plan. A number of Catholic students transfer to Albert Leonard or Isaac E. Young at grade 9 and then to New Rochelle High School at grade 10. The 5-3-4 plan eliminates this undesirable double transition for

G. The 5-3-4 plan has the support of some of the nation's leading school systems and consultants on school organization. In our own area, the Scarsdale schools operate very successfully with this grade organization. In 1962, a report prepared by Harvard's Center for Field Studies recommended a comprehensive 5-3-4 plan for the Boston schools. Our own central administrative staff and consultants endorse the 5-3-4 plan for the reasons given above.

3. Costs

A. Operating costs specifically due to the 5-3-4 plan should be about the same as for the 6-3-3 plan. Per pupil costs are usually higher for junior high than for elementary pupils, hence placing sixth graders in an intermediate school will result in slightly higher per pupil costs for them. Also, if grade six is housed in two rather than ten schools, more sixth graders will require transportation. However, since the number of pupils involved will not be large (about 413) and since the state will be paying 90 per cent of the estimated $50 per pupil transportation costs, the additional transportation costs to the District should be only about $2,065.

B. Housing all sixth graders in only two schools will achieve definite savings which may more than counterbalance any additional costs. The District will be able to eliminate under-size sixth grade classes which are unavoidable as long as sixth graders are housed in ten different schools. For example, sixth grade enrollments as of May 1, 1963 were as follows:

School	Enrollment
Lincoln	18
Lincoln	18
Columbus	23
Washington	23
Total	82

If the above four sixth grade classes were consolidated at an intermediate school, they could be conveniently combined into three classes with an average enrollment of 27 students. Note that 21 of our 38 regular sixth grade classes currently enroll 27 or more students. Of course, not all under-size sixth grade classes will be located at the same intermediate school. However, the principle involved clearly indicates that the 5-3-4 plan will provide economies in teachers' salaries by reducing the possibility of under-size classes in the sixth grade. If we eliminate only one sixth grade position by the 5-3-4 plan, a conservative estimate, we would save much more than the estimated $2,065 additional cost to the District due to transporting approximately 413 sixth grade pupils. In summary, the 5-3-4 plan offers major educational gains at only minor additional operating costs and possibly at operating savings to the District.

ADMINISTRATIVE REORGANIZATION

1. The Proposal

It is proposed that the District reorganize the central administrative staff by the close of the 1962-63 school year so as to include an Associate Superintendent, an Assistant Superintendent for Curriculum Development and Supervision, an Assistant Superintendent for Facilities and Services, an Assistant Superintendent for Business and Financial Administration, an Administrative Assistant for Research and Evaluation, and an Administrative Assistant for Personnel and Inservice Education. The three assistant superintendents will be line positions and the associate superintendent and two administrative assistants will be staff positions.

2. Reasons for the Proposal

A. For some time, the educational program has lacked a firm sense of direction and steady stimulus for improvement. Responsibilities in this area have been divided among a wide range of personnel and have been poorly defined.

B. Presently, seventeen people report directly to the superintendent of schools. The superintendent is unable to confer regularly with these people, nor is he able to supervise or evaluate them effectively. The reorganization will cut this number down to six and thereby provide him with a more effective span of control over the operations of the school system.

C. Prior to the new administration, there was an Assistant Superintendent of Schools, a Clerk and Secretary to the Board, an Administrative Assistant for School Plant Services, an Administrative Assistant for Administration and Supervision, an Administrative Assistant for Personnel, and a Director of Instruction. The administrative reorganization, in effect, calls for the same number of people - six, but redefines these positions as already indicated.

D. It should be apparent that a central administrative staff of seven, including the superintendent of schools, is minimal if 936 instructional and non-instructional staff are to be properly supervised and if the educational goals of the school system are to be properly met. Neighboring Scarsdale with approximately one-third the instructional and non-instructional staff has a central administrative staff of four.

3. Costs

A. Additional costs resulting from the administrative reorganization will stem from the upgrading of established positions and filling of unoccupied positions, not from the addition of new personnel.

B. The position of associate superintendent of schools will be filled only for one year, 1963-64. The central administrative staff then will be reduced from six to five, and sizeable savings will be realized in administrative and clerical salaries.

C. While not directly attributable to the administrative reorganization, the closing of Lincoln in June 1962-63 will result in yearly savings of approximately $20,000 in administrative and clerical salaries and the closing of Washington in June, 1963-64 will result in yearly savings of approximately $13,000 in administrative and clerical salaries.

PUPIL TRANSPORTATION

1. The Proposal

It is proposed that the District provide state-approved transportation for all pupils in grades K-12, commencing in the 1963-64 school year. Ninety per cent of the costs of such transportation will be paid by the State and ten per cent by the District. All pupils who live more than 1½ but less than 10 miles from the school which they attend will be eligible for transportation.

2. Reasons for the Proposal

A. According to subdivision 7 section 3602 of New York State Education Law, effective July 1, 1962, 90 per cent of the state-approved transportation costs of the District will be reimbursed by the State of New York in 1964-65 and succeeding years. Pupil transportation is a service. Given the fact of 90 per cent reimbursement by the State, it is in effect a service provided by the state. Only the most compelling reasons should lead us not to take advantage of an important service provided on this basis.

B. By utilizing state-approved transportation, we can achieve full utilization of existing school buildings at state expense instead of resorting to costly additions which serve only one small area in the District and which must be financed entirely by the taxpayers of the District.

C. Transportation will be a key factor in our efforts to maintain an ethnic balance in the elementary schools and to prevent the emergence of segregated schools.

D. Most communities throughout the state will be providing transportation under the present provisions of New York law. If New Rochelle does not, its citizens would in effect be subsidizing a service for most other communities in the state.

E. The community must be concerned about the educational welfare of all the children in New Rochelle. Providing transportation is one of the few ways open to the community to implement its interest in the educational welfare of all the children, not merely those who attend public schools.

F. By state law the District must transport all students of a given grade (i.e., all public and non-public pupils) or none at all.

G. The City School District of New Rochelle is approximately nine miles long and two miles wide. Because of this atypical geographical structure, an unusually large proportion of its students travel substantial distances to school. This problem is especially acute at the junior and senior high school levels. For example, 1,043 students at Albert Leonard Junior High School would be eligible for state-approved transportation, according to the survey made for the City School District by the School Business Management Section of the New York State Education Department. The need for transportation would become even greater if the District constructs a central elementary school, as proposed by the Board of Education.

3. Costs

A. According to the Cooperative Review Survey by the New York State Education Department, approximately 3,571 pupils in New Rochelle would be

Pupils Attending Public Schools Within City	2,583(B)	$128,495.65
Pupils Attending Non-Public Schools Within City	291(C)	14,840.28
Pupils Attending Non-Public Schools Outside City	697(C)	86,563.60
TOTALS	3,571	$229,899.53
Additional Costs for Transporting Handicapped Pupils under Private Contract Service		30,676.04(D)
Total Cost of Transporting All Resident Pupils		$260,575.57
Paid by City School District of New Rochelle		$ 26,057.56(E)
Paid by State of New York during 1964-65		$234,518.01(F)

B. The preceding estimate was based upon a 6-3-3, not a 5-3-4 plan of grade organization. As pointed out in Section III, the District will have to transport about 413 additional sixth grade pupils under the 5-3-4 plan. This would involve a total cost of approximately $20,650.00 and a net additional cost to the District of 1/10 this amount, or approximately $2,065.00.

C. The availability of transportation at public expense will probably result in a larger number of pupils attending non-public schools. Note that the District budgeted $941.40 per pupil in 1962-63. Therefore, transfers to non-public schools will result in over-all savings, not additional costs, to the District.

D. The District is currently paying for transportation of handicapped pupils. It will be reimbursed for 60 per cent of the costs of such transportation during the 1963-64 school year.

E. The District is reimbursed by the State the year after the expense is incurred by the District. Thus the State reimburses the District in 1964-65 for approved transportation expense incurred by the District during 1963-64.

F. When boundaries are set to determine who is eligible for transportation, inevitably a certain number of pupils are just outside the eligible zone. Invariably, parents of these unfortunate students launch a campaign to broaden the eligibility zone. School boards which succumb to such pressure quickly find themselves transporting the entire student population. Your Board of Education wishes to emphasize one crucial fact about our situation in New Rochelle: The District will receive State aid only for pupils transported more than 1½ but less than 10 miles. In the absence of a change in the law, the District will have to pay the entire cost of transporting pupils outside the 1½ to 10 mile range. The Board therefore urges all citizens, and especially those unfortunate individuals who just miss eligibility for transportation, to accept this situation for the greater good of the entire community.

LINCOLN SCHOOL

1. The Proposal

It is proposed that the District close the Lincoln School at the end of the 1962-63 school year. All pupils now living in the Lincoln School District will be given an opportunity to select an elementary school in accordance with the terms of the Federal Court decree dated May 31, 1961. Free transportation will be provided those who select elementary schools more than 1½ but less than 10 miles from their homes. The administration will take the necessary steps to help all persons affected by the closing.

2. Reasons for the Proposal

A. The Lincoln School was built in 1898. The building is inadequate and too old to be remodeled. The fact that the community passed a referendum in 1960 to replace the existing structure indicates that there is widespread agreement on this point.

B. As of April 1963, there were only 210 pupils enrolled at Lincoln. As the school is currently operated and as it will have to be operated under Federal Court decress, it will enroll too few pupils to be efficient.

C. Budgeted per pupil costs in District elementary schools were $877.24 in 1962-63. Budgeted per pupil costs at Lincoln were $1,057.41, the highest of any school in the entire District. It is not fair to the taxpayers to operate such an expensive school, since the higher costs do not and cannot provide commensurate educational benefits.

D. The District will realize substantial savings every year if Lincoln is closed and its remaining pupils transferred to schools with space available.

E. The closing of Lincoln and transfer of its students to schools with space available can be achieved without creating problems of ethnic imbalance in other schools of the District, including those contiguous to Lincoln. Note that the elementary schools in the District will have space available for all Lincoln pupils even under the 6-3-3 plan.

F. At the present time, about 90 per cent of the student body at Lincoln is nonwhite. This situation will undoubtedly continue to exist for as long as the present building is maintained. We cannot achieve the values of the common school for either our white or our nonwhite pupils in classrooms which are racially homogeneous. In this connection, The State Board of Regents has established policies which make it incumbent upon local school boards to take positive action to avoid racially imbalanced schools. A policy statement issued by the Regents on January 28, 1960, declares that public education in ethnically homogeneous schools is "socially unrealistic, balks the attainment of the goals of democratic education, and is wasteful of manpower and talent, whether this situation occurs by law or by fact."

G. Transporting Lincoln pupils to outlying schools will be a major contribution toward stabilizing the transition area, especially in the Mayflower and Webster districts.

H. Any solution for the problems at Lincoln must be resolved on the basis of what is good for the school system and the community as a whole. Closing the school and transporting its students to outlying areas fulfills this criterion because it avoids tipping contiguous schools and enables students in outlying as well as in the central schools to attend an integrated school.

3. Proposed Transfer Policy

A. Parents of children attending Lincoln would be permitted to transfer pupils out of Lincoln to schools of their choice in accordance with the Federal Court decree governing that school.

B. Pupils transferring to a school contiguous to Lincoln would ordinarily be required to walk to such a school since it would be less than 1½ miles from their homes.

C. Pupils transferring to an outlying school would receive free transportation to such a school since it would be more than 1½ but less than 10 miles from their homes.

D. Pupils residing in the Lincoln district who have not transferred out of that District would not be subjected to any disadvantage or penalty of any kind in choosing a school. Specifically, those who elected to stay at Lincoln up to this time would not now be required to travel further than those who transferred out previously, merely because the former elected to stay at Lincoln.

E. Parents of Lincoln transferees would be encouraged to select outlying schools.

F. A Transfer Advisement Committee would be established to present the views of the Board of Education and the administration to parents and the community, to receive the views of parents and other interested parties, to answer questions and assist persons with problems that arise, and to implement the transfer policies set forth by the Board of Education and the administration. It is contemplated that all parents would be interviewed by one or more members of the Transfer Advisement Committee.

G. Given the availability of transportation at public expense and full and frank information about the problems confronting the Board and the community, the voluntary approach described above should be successful. Although the Board believes that its efforts to solve the Lincoln School situation would be supported by the Federal Courts, the U. S. Department of Justice, and the New York State Department of Education, the Board wishes to do all it can to avoid further litigation with its attendant possibilities of increasing community tensions at the very time there is greatest need to eliminate them.

4. Costs

A. The following data set forth the costs of operating Lincoln School during 1961-62. The costs listed in column A can be wholly or largely eliminated if the school is discontinued; costs in column B will remain regardless of whether the school is discontinued or not.

	A Costs saved if school is discontinued	B Costs not saved if school is discontinued
Salary Items		
Principal Salary	$13,950.00	
Clerical	5,577.00	
Custodians	13,989.42	
Cleaners	3,744.00	
Non-Salary Items		
Fuel	$ 2,785.02	
Water	369.44	
Light and Power	2,592.71	
Custodial supplies	205.44	
Upkeep of Grounds	101.35	
Repair of Building	7,729.40	
Repair and Replacement of Electrical and Heating Equipment	1,230.60	
Repair and Replacement of Instructional Equipment	639.50	
Repair, Furniture	9.95	
Repair and Replacement of Building Equipment	367.45	
Insurance-Fire, Estimated	120.00	
Heating, Lighting, Plumbing and Electrical Equipment	------	
Instructional Equipment	2,180.86	
Other Equipment	688.56	
New Library Books		$157.00
Repair and Replacement of Library Books		202.82
TOTAL	$56,280.70	$359.82

B. Presently, there are nine regular classroom teachers at Lincoln. Given a free hand, the Board of Education could absorb all Lincoln pupils in other elementary schools without increasing class size to the point where additional teachers would be required, i.e., the Board could achieve this within its present policies concerning class size. However, administrative procedures relating to transfer from Lincoln School are spelled out in the Federal Court decree dated May 21, 1961, and as previously stated, the Board of Education has no intention of reopening this litigation.

C. Inasmuch as Lincoln pupils will be transferred only to schools with space available, transfers should not require additional teachers as a result of over-loading classes which are near or at maximum size. If an entire class or substantial portion of a class from Lincoln enrolls at a particular school, the latter would, of course, require an additional teacher. In such cases, there would be no gain or loss insofar as teachers' salaries are concerned since the additional teacher at such school would have been required at Lincoln had the latter not been discontinued.

D. If the discontinuance of Lincoln eliminates the need for as little as one teaching position, a conservative estimate, the total annual savings from its discontinuance would be roughly as follows:

$56,280.80 Savings in non-teaching salaries and non-salary items
7,000.00 Savings in teachers salaries at $7,000 per teacher
$63,280.80 Total annual operating savings from closing Lincoln

WASHINGTON SCHOOL

1. The Proposal

It is proposed that the District close the Washington School at the end of the 1963-64 school year and then use it to house District maintenance shops, garage, and storage facilities. All pupils living in the Washington School district will be given an opportunity to select an elementary school with space available. Free transportation will be provided those who select an elementary school more than 1½ but less than 10 miles from their homes. The administration will take the necessary steps to help all parties affected by the closing.

2. Reasons for the Proposal

A. The Washington School has never been modernized since its original construction in 1921. Thus it will be 46 years old at the earliest date (1967) another central school facility would be available to replace it.

B. Budgeted per pupil costs in District elementary schools were $877.23 (Table No. 22, 1962-63 Tentative Budget, P. 125). Budgeted per pupil costs at Washington were $996.49, substantially higher than the District average. Continued operation of the Washington School will be increasingly expensive for reasons such as low enrollment over which the Board has no control.

C. The Washington School is adjacent to the New England Thruway. This fact detracts from its desirability as a school but is advantageous for its recommended use.

D. The Board of Education has the problem of finding a suitable, centrally located, permanent location for its maintenance shops, garage, and warehouse facilities. All of these services are currently housed in temporary quarters. All can be conveniently located at Washington where centralized operations, record keeping, and inventory control will result in substantial economies.

E. The physical structure at Washington can be converted to the proposed uses at a reasonable cost. The heating system is in good condition, a strong reason to believe the conversion can be economically effected.

F. If the Board of Education decides to furnish transportation to pupils in the District, as it proposes to do, it may be desirable to have ample space for additional vehicles. Such space is available at Washington.

G. Centralizing the maintenance, garage, and storage functions at one location currently under Board control in the central area of the community would enable the Board and the administration to concentrate on matters of more direct educational importance while securing economy and efficiency in the resolution of the problems involved.

H. Students in the Washington district can be readily absorbed into other schools when the system changes to the 5-3-4 plan of grade organization. Furthermore, the Board and administration believe that the distribution of Washington pupils to other schools in the District can be effected voluntarily in such a way as to be in harmony with Board policy of minimizing ethnic imbalance in District schools. The Board plans to provide Washington pupils with the transfer options similar to those made available to Lincoln pupils.

I. Substantial savings can be realized by closing Washington School and converting it to a maintenance shop, garage, and storage facility. It must be emphasized that the proposal does not call for converting an adequate school to some other use. It would be unwise to continue using Washington as a school facility, or attempt to modernize or rehabilitate it for this purpose, regardless of whether it should be converted to a central garage and storage facility.

3. Transfer Policy

A. The Board and administration have greater freedom to act in assigning pupils from Washington than they do in assigning pupils from Lincoln. Nevertheless, the Board proposes to provide Washington students with transfer options similar to those proposed for Lincoln students (see section VI, paragraph 3). The Board and the administration believe that the vast majority of Washington parents will voluntarily elect a course of action that is in the best interests of the District as a whole as well as the best interests of their children if they are presented with complete information about the situation and accorded the maximum possible voluntary treatment in making their decisions.

B. There are 72 special-class students enrolled in six separate classes at Washington. Basically, there are two alternative ways to relocate these special classes.

(1) Relocate all special classes in an under-utilized school.

(2) Distribute the special classes among a number of different schools.

The advantages of (1) are primarily the greater efficiency resulting from housing all these classes in a single building. This concentration renders transportation, supervision, and the availability of special services more economical. The disadvantages of (1) are the danger of "stigmatizing" a single school and the possibility that housing all the special classes in a single building will overcrowd regular classes in that building.

The advantages of (2) are that it avoids the danger that in the public mind any particular school will become known as "the school for handicapped children." The main disadvantage of (2) is the loss of efficiency resulting from dispersing these classes over several schools.

Probably the best course of action is to locate all the special classes at one or more schools in the center of New Rochelle.

4. Costs

A. The following data set forth the costs of operating the Washington School during 1961-62. The costs listed in column A can be wholly or largely eliminated if the school is discontinued; costs in column B will remain regardless of whether the school is discontinued or not.

	A Costs saved if school is discontinued	B Costs not saved if school is discontinued
Salary Items		
Principal salary	$ 7,325.00	
Clerical	5,460.00	
Custodians	10,698.02	

	A Costs saved if school is discontinued	B Costs not saved if school is discontinued
Non-salary Items		
Fuel	$ 3,602.61	
Water	206.88	
Light and Power	2,980.91	
Custodial Supplies	179.67	
Upkeep of Grounds	41.00	
Repair, Building	2,111.31	
Repair and Replacement Electrical and Heating Equipment	208.30	
Repair and Replacement Instructional Equipment	1,103.45	
Repair, Furniture	158.42	
Repair and Replacement Building Equipment	120.21	
Insurance, Fire - Estimated	258.00	
Heating, Lighting, Plumbing and Electrical Equipment	880.00	
Instructional Equipment	26.50	
Other Equipment	1,675.75	
New Library Books		$ 284.24
Repair and Replacement of Library Books		109.72
	$39,006.98	$ 393.96

B. Presently, there are eight regular and six special class teachers at Washington. For reason previously discussed, it is impossible to make estimates of the savings in teachers' salaries resulting from the discontinuance of Lincoln and Washington. We cannot, of course, expect any savings in teachers' salaries to result from transferring the special classes out of Washington since these special class students cannot be absorbed into regular classes and will have to be treated as a unit. However, if the discontinuance of Washington as a school eliminates the need for even one teaching position, again a conservative estimate, the total annual savings from its discontinuance would be roughly as follows:

$39,006.98	Savings in non-teaching salaries and non-salary items
7,000.00	Savings in teachers' salaries at $7,000. per teacher
$46,006.98	Total annual operating savings from closing Washington

C. The Board will continue to pay some of the operating costs listed in paragraph B above. For example, it will be necessary to heat the Washington structure after its conversion to a maintenance shop, garage, and storage facility. However, the Board is currently paying for such facilities as well as for a school at Washington. Once Washington is converted, the Board will have one less school to operate, hence it should save the operating costs thereof. The costs of operating Washington as a maintenance shop, garage, and storage facility should not be charged to the costs of operating it as an elementary school.

D. The Board does not have available at this time a detailed estimate of the costs of converting Washington into a maintenance shop, garage, and storage facility. However, the Board, the administration, and the consultants are convinced that the Washington structure can be converted as proposed at a reasonable cost and that the capital costs of such conversion will be less than the

NEW ROCHELLE HIGH SCHOOL

1. The Proposal

It is proposed that the District transform New Rochelle High School into an enlarged comprehensive four year high school embodying the most advanced concepts in secondary school plant and program. To achieve this transformation by September, 1966 the District should act immediately to acquire the necessary sites and initiate the detailed planning necessary to provide new facilities and modify existing ones.

2. Reasons for the Proposal

A. In terms of its rated capacity New Rochelle High School is overcrowded. As of April 1963, enrollment and capacity at New Rochelle Senior High School were as follows:

	April 1963 Enrollment	Estimated Enrollments 1963-64	Rated* Capacity
New Rochelle High School	2,754	2,719	2,260

*State Education Department's Division of Buildings and Grounds

High School enrollments can be predicted more accurately than lower grade enrollments. Anticipated senior high enrollments (grades 10-12) in the next four years follow:

Year	Total Senior High School (10-12) Enrollment
1963-64	2,719
1964-65	2,817
1965-66	2,774
1966-67	2,890

It is apparent that New Rochelle High School is overcrowded. It would be even more overcrowded if the broader curricular offerings urgently needed were made available. It is imperative that we enlarge New Rochelle High School or construct another high school.

B. The building of a second comprehensive high school in New Rochelle would be so costly that it could not possibly be justified to the community. Such a plan would involve expensive duplication of facilities and make it impossible to realize maximum utilization of instructional staff, physical facilities, and special services.

C. Operating two high schools, one comprehensive and one vocational, is unwarranted for several reasons. At best, such a plan would involve much costly duplication. It would minimize the possibility of flexible transfer from one type of program to another. It would undoubtedly alienate the non-academic student and fail to achieve the benefits of a common school. The operation of two different types of high schools would create pressures for transfers that could not be justified educationally and give rise to destructive competition for funds and status between the two schools. Finally, it would tend to set some areas of the community into opposition against others whereas a single comprehensive high school tends to unite the citizenry and the student population.

D. Money invested in expanding our single comprehensive high school will benefit all the children in all areas of New Rochelle.

E. The large comprehensive high school can offer the greater flexibility and broadest range of curricular offerings to meet the needs of all of its students.

F. The transformation of New Rochelle High School to a four year facility is essential to implement other key phases of the comprehensive plan.

G. Adding gr. 9 to New Rochelle High School and changing over to the 5-3-4 plan, the community eliminates at one stroke the pressure for additions to any other school in New Rochelle.

H. The present high school plant lends itself to the recommended transformation at a reasonable cost.

I. Whatever inconvenience results from a double shift at New Rochelle High School will only be temporary, whereas the educational and financial benefits will accrue to the community for many years to come. Our high school principal has assured us that double sessions in previous years in no way impaired academic achievement or entrance to highly selective colleges.

J. All alternative courses of action based upon leaving New Rochelle High School as a three year school are so unattractive that there is unanimous agreement by the Board of Education, the central administrative staff and the consultants, as to the wisdom of this modification. The present high school principal and the newly appointed one, as well as the two junior high principals, also support the change.

K. The Board of Education wishes to emphasize as strongly as it can that it favors a four year high school primarily because of the educational considerations involved. These considerations were spelled out in the discussion of the 5-3-4 plan (Section III). Briefly, they are: 1. the need to eliminate the discontinuity between grades 9 and 10 as we move toward more four year sequences in the secondary program; 2. the need to coordinate the counselling and guidance in grade 9, wherein crucial educational and vocational decisions are most often made, with the work of the last three years of high school; 3. the educational maturity of most 9th graders in New Rochelle and the need to place them in a milieu where they will perform at a more mature level; 4. the undesirable acceleration and emphasis accorded social, sexual, and athletic development in grades 7-8 when they are housed with grade 9; 5. the desirability of avoiding a double transition for students who transfer in from Catholic Schools at grade 9; 6. and the support accorded four year high schools by leading school systems and consultants in other sections of the country.

L. The Board is not thinking merely in terms of an addition to the senior high school. Rather, it is thinking in terms of a transformation, of physical and programmatic changes that will provide for larger and small group instruction, programed learning, team teaching, greater use of teaching aids, more opportunities for independent study, and similar advances in secondary education. To take advantage of these developments, we cannot merely add more conventional classrooms to the existing senior high school. We must seek to transform it in the full sense of the word.

3. Costs

A. (Capital Costs) The Board of Education has not as yet initiated detailed analyses of the costs of the proposal to transform New Rochelle High School into an advanced four year facility serving approximately 3,000 pupils. Using the customary rule of thumb bases of calculation capital costs are estimated as $3,700,000, including construction for an additional 1,000 pupils, transforming facilities in the present structure, site acquisition, and additional equipment to implement a broader educational program.

B. (Operating Costs) In some minor respects, a four year high school would tend to have higher operating costs than would be the case if grade 9 were in the junior high school; in other respects, a four year high would tend to have lower operating costs. For example, the consolidation of all pupils in grade 9 in one institution will tend to lower the per pupil costs in this grade whereas the fact that grade 9 is housed with grades 10-12 will tend to raise its per pupil costs. Over-all, there is likely to be a slight increase in operating costs but major gains in educational quality in grades 9-12 as a result of housing grade 9 in the senior high school.

CENTRAL ELEMENTARY SCHOOL

1. The Proposal

It is proposed that the District begin preliminary planning and studies for a new elementary school to house pupils who live in the central area of New Rochelle. This new elementary school, to be planned as an eventual replacement for all elementary facilities over half a century old, should be in use by September, 1967.

2. Reasons for the Proposal

A. The elementary schools in the central area of New Rochelle either require now, or in the near future, extensive replacement and/or rehabilitation. The relevant data on the central schools are as follows:

School	Date of Original Construction	Age at Earliest Feasible Replacement Date (1967-68)	Date of Alterations With Building	Date Additions to Original Building
Lincoln	1898	69	1949	1910
Columbus	1909	58		1926
Mayflower	1910	57	1954 1949	1916
Stephenson	1913	54	1949	
Washington	1921	46		

It is apparent from the preceding data and from our knowledge about the central elementary schools that the Board of Education will have to spend a substantial amount to replace or modernize them. Best practice in this situation is to avoid spending substantial sums for modernizing facilities built over half a century ago.

B. The schools in the central area of New Rochelle are the most costly to operate. This is apparent from the following data:

School	Per Capita Cost	Rank
Lincoln	1,057.41	1
Columbus	1,040.30	2
Washington	996.49	3
Stephenson	978.65	4
Roosevelt	958.94	5
Mayflower	929.66	6
All Elementary	877.24	Average

Jefferson	890.37	7
Webster	875.07	8
Barnard	869.79	9
Davis	795.70	10
Trinity	786.72	11
Ward	774.93	12

Source: Table No. 22, 1962-63 Tentative Budget, p. 125

The data in the preceding paragraphs show that the five oldest schools in the community are among the six elementary schools which have per pupil costs at least $50 higher than the average for the community as a whole.

C. Instead of attempting to modernize several outmoded buildings which could not be utilized to capacity anyway, it will be more economical to build one central facility which will provide better education at lower per pupil costs than now prevail in old under-utilized buildings.

D. It is undesirable as a matter of community policy to house pupils from some areas of the community in facilities far inferior to those in other areas. All the citizens of New Rochelle must feel that the Board of Education has as much interest in the welfare of their children as it does in the welfare of children elsewhere in the community.

E. At the present time, the central area of New Rochelle is in a state of transition. A truly outstanding elementary school in the central area is likely to increase the holding power of the central area, so that it will constitute a stable integrated neighborhood. Indeed, the Board of Education is considering the possibility of developing a facility that will be so outstanding as to attract students from the entire District. Such a school would not merely reflect neighborhood residential patterns but would help to establish and stabilize it.

F. A single elementary school in the central area would require few students to travel greater distances than are currently travelled by some students in outlying districts. In any case, the state subsidy for pupil transportation makes it economical to operate elementary schools which draw from a large attendance area.

G. A new central elementary school will provide the best education at the lowest cost to the taxpayers regardless of the future of urban renewal in New Rochelle. However, the development of such a school in conjunction with an urban renewal plan for the central area could bring tremendous benefits to the entire community. For one thing, the city can receive credit from the state and federal sources for over two-thirds of the cost of facilities officially designated as in or serving the renewal area. Thus there is a definite possibility that the cost to the community of constructing advanced facilities to replace its aging elementary schools may be only a third or less of the actual cost of such facilities. With or without urban renewal in the central area, it should be possible to locate a number of civic, recreational, and cultural facilities, such as a library and community park, in close proximity to the central school, thus enabling the latter to serve its students more effectively.

H. Modernization of the existing central elementary schools will tend to freeze the status quo with respect to curriculum, staff utilization, use of audio-visual materials, and so on. The erection of a new facility will enable the District to take advantage of every advance in elementary education in recent years. It is particularly important that we do this in the central area since much of our capital outlay in recent years has gone into the outlying areas.

I. The Board of Education invites community reactions to the advisability of creating a central elementary school that would be a center of research and experimentation, yielding data that would be useful throughout the school system. Such a school might well receive substantial assistance from philanthropic foundations, industry, and various governmental agencies interested in subsidizing demonstrations of advanced educational practices of national scope and significance.

3. Costs

The Board of Education has reached no definite conclusions on a number of matters which affect the cost of the proposed central elementary school. New Rochelle will have to do something about the aging inadequate school buildings in the central area of the city. The Board and administration favor a single comprehensive facility instead of a piecemeal approach to the problem, but more time is needed to clear up a number of basic problems which affect the over-all cost of a central elementary school.

For example, the eventual size of the central school and its location are still open questions. The answers to these questions depend in part upon the extent to which the proposed central school becomes an integral part of a program of urban renewal. Under present state and federal law, communities can recover two-thirds or more of the costs of new school construction in a renewal area.

The dilemma facing the Board of Education is obvious. If it acts on the assumption that there will not be adequate programs of urban renewal, it is likely to overlook unique opportunities to provide better facilities and programs at a lower cost to the community. On the other hand, the Board of Education cannot wait indefinitely for programs of urban renewal to materialize.

With this dilemma in mind, the Board is attempting to plan in such a way that it can take advantage of urban renewal programs if they should materialize and at the same time not tie the hands of the Board in the event the community does not move ahead in this area. It may well be that the Board of Education, in order to advance the educational needs of the community, will wish to exercise community leadership jointly with the Mayor and City Council in the matter of urban renewal. In any case, the Board wishes to express its determination to meet the educational needs of the central area by the 1967-68 school year.

NEXT STEPS

The Board of Education is keenly aware of the fact that there are many unanswered questions in the comprehensive plan. For this reason among others, it will make the most vigorous possible effort to involve the entire community, especially the taxpayers and the parents, in its deliberations and study their opinions. In addition, the Board expects the administration, staff, and consultants to participate fully in a continuous, intensive study of all aspects of the plan.

To facilitate citizen participation, an outline of Board thinking on the timing of the comprehensive plan is set forth below. The dates listed are not a commitment by the Board. Rather, they are simply a reflection of its present thinking as to when various elements of the comprehensive plan should be put into effect with due regard for the high educational aspirations the community has for its children and the heavy burdens already borne by the taxpayers of New Rochelle.

Tentative Schedule

A. 1962-63 School Year
   1. Study site acquisitions
   2. Assign all Lincoln pupils
   3. Begin implementing administrative reorganization

B. Summer, 1963
   1. Plan expanded inservice education program
   2. Plan changes in educational program under 5-3-4 program
   3. Close Lincoln School
   4. Complete planning for pupil transportation
   5. Start planning high school addition
   6. Start planning central elementary school
   7. Complete administrative reorganization

C. 1963-64 School Year
   1. Begin detailed planning for change to 5-3-4 plan
   2. Begin transportation of all qualified pupils
   3. Pass referendum for high school additions
   4. Start construction of high school additions
   5. Implement expanded inservice program

D. Summer, 1964
   1. Begin conversion of Washington School
   2. Complete planning for 5-3-4 plan
      a. Staff utilization
      b. Pupil assignments
      c. Final administrative adjustments

E. 1964-65 School Year
   1. Begin 5-3-4 plan
   2. High School on double sessions
   3. Use Washington for maintenance shops, garage, and storage
   4. Complete planning for central elementary school

F. 1965-66 School Year
   1. Begin construction of central elementary school

G. 1966-67 School Year
   1. Take possession of addition to senior high school
   2. End double sessions at high school

H. 1967-68 School Year
   1. Take possession of central elementary school

ERRATA

1. Page 7, last paragraph line 2, "1963," not "1962-63," and line 4, "1964," not "1963-64."

2. Page 8, Section 1, line 2, "ninety," not "Hinety."

3. Page 10, Section B, line 3, "decrees," not "decress."

4. Page 16, Section 2A, line 6, "2574," not "2754."

5. Page 19, Section 2A, add "1960" to last column for Mayflower to show there was an addition to Mayflower in 1960

6. Page 20, Section E, last word should be "them," not "it."

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   1. Take possession of addition to senior high school
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